

# Looking at Part C to B Transition through Part B Lenses

Building Bridges Conference  
March 29, 2007



## State Regulations

### 2360.5.7 Transition at Age Three

- (a) Parents are included in all phases of transition planning
- (b) Eligibility for EEE:
  - (1) Child who received special instruction, developmental therapy services or speech services through IFSP are eligible without need for additional evaluation
  - (2) Child has medical condition that could result in significant delays by child's 6<sup>th</sup> birthday
- (c)
  - (1) Notification by IFSP service coordinator to SU 6 months prior child's 3<sup>rd</sup> birthday
  - (2) IFSP convenes a transition meeting at least 90 days prior to child's 3<sup>rd</sup> birthday; school district personnel is required to participate

## State Regulations

### 2360.5.7 Transition at Age Three

#### (d) Develop Transition Plan

- (1) **Comprehensive transition plan** that enables child to receive services as of child's 3<sup>rd</sup> birthday
- (2) **IEP shall be completed no later than child's 3<sup>rd</sup> birthday.**  
When child turns 3 during summer, the team shall meet to develop the IEP prior to the end of the school year

#### (e) With parent consent, FIT sends copies of records to child's district of residence

#### (f) Parent shall be asked to **consent to EEE placement**

## Part B State Performance Plan

### Indicator #12: *Effective Part C to Part B Transition*

- Percent of children referred by Part C prior to age 3, who are found eligible for Part B, and who have an IEP developed and implemented by their third birthdays.
- Compliance indicator – **MUST BE 100%**

## Data Collection & Analyses

- For Indicator 12:
  - DOE Child Count identifies children and the dates the child's IEP was completed
  - FITP Child Count identifies who was enrolled and whether they were transitioned to EEE
  - Data are matched and compared
  - For 2005-2006 report, EE team followed up with school districts to gather more information on children for whom matches weren't found

## How Are We Doing?



## IDEA 2004 Section 616 Reporting

IDEA 2004 Section 616(b)(2)(C)(ii)(I):

- The State shall report annually to the public on the performance of each local educational agency located in the State on the targets in the State's performance plan.
  - The State shall make the State's performance plan available through public means, including by posting on the website of the State educational agency, distribution to the media, and distribution through public agencies.
- State Performance Plan
  - Annual Performance Report and;
  - Local Reporting

## Vermont's Public Reporting for Part B

- Statewide reporting:
  - State Performance Plan and Annual Performance Report
  - Posted on department's website:  
[http://education.vermont.gov/new/html/pgm\\_spед/pubs.html](http://education.vermont.gov/new/html/pgm_spед/pubs.html)
- Local reporting:
  - School districts and supervisory unions have access to own data (confidential - small "n" not suppressed)
  - Child Count Data by LEA (verification by end of April 2007)
  - Local Performance Reports on all indicators (may be out late May 2007 – small "n" suppressed)
  - Department of Education small "n" rule
    - confidentiality
    - confidence in the data

# Looking at Part C to B Transition through Part C Lenses

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## Federal Regulations

- States required to describe transition in its State Application to provide Part C Services:
  - Sec. 303.148 Transition to preschool programs.
    - Each application must include a **description of the policies and procedures to be used to ensure a smooth transition** for children receiving early intervention services under this part to preschool or other appropriate services

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## Federal Regulations

- If the State educational agency, which is responsible for administering preschool programs under part B of the Act, is not the lead agency under this part, an interagency agreement between the two agencies to ensure coordination on transition matters.
- IAA - WE DO HAVE
- Current and proposed state regulations reflect federal wording and requirements

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## A couple of things about ... Infants and Toddlers

- They grow and learn primarily through their relationships with their families and their environments and routines
- They depend on their parents and primary caregivers for safe and secure environments as they learn to move, communicate and become independent. Early intervention at this age can not be done without the family.
- This is why there is an IFSP for this age group and an IEP for older children.
- As everyone knows this can be hard, but it certainly can be and is most often successful. Leaving familiar people and getting to know new people -

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## State Regulations

- Parents are included in all phases of transition planning – EEE and other EC services
  - Meetings
  - Site visits
  - Development of transition plan

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## State Regulations

- Eligibility for EEE
  - A child who received special instruction, developmental therapy services or speech services through an IFSP shall be eligible for EEE without need for additional evaluation.
  - A child who did not receive special instruction, developmental therapy or speech services through an IFSP, may be eligible for EEE services if the Evaluation and Planning Team determines that the child has a medical condition which may result in significant delays by the time of the child's sixth birthday.

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## State Regulations

- Process
  - FITP – IFSP Service Coordinator notifies schools at least 6 months prior to child's third birthday of children (Part C Early Intervention transition to Preschool Special Education and Part B Child Find) of all children who might be eligible for EEE

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## State Regulations

- With the permission of the family, the IFSP service coordinator shall convene a meeting or series of meetings that include:
  - (i) The family;
  - (ii) School district personnel;
  - (iii) A representative from the Family, Infant, and Toddler Project;
  - (iv) Other IFSP team members or service providers; and
  - (v) Others who are likely to be involved in service delivery after the child turns three.

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## State Regulations

- Purpose of meetings:
  - Transition meetings shall result in the development of a comprehensive transition plan that details the necessary steps to enable the child to receive EEE services and/or other preschool services as of the child's third birthday.

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## Part C State Performance Plan

- **Indicator #8 Part C / Effective Transition:**  
Percent of all children exiting Part C who received timely transition planning to support the child's transition to preschool and other appropriate community services by their third birthday including:
  - 8 A. IFSPs with transition steps and services;
  - 8 B. Notification to LEA, if child potentially eligible for Part B; and
  - 8 C. Transition conference, if child potentially eligible for Part B.

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## Data Collection & Analyses

- 8 A. Percent and number of children exiting Part C who have an IFSP with transition steps and services. Base is all children exiting at three.
  - Using the child count data base for 12/1/05 on children exiting at age three (instead of on site monitoring), 467 children exited at age three and 428 of them had an IFSP with transition steps and services or **92%**. (yea!!!)
  - Compliance requirement – **target is 100%**

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## Data Collection & Analyses

- 8 B. Percent and number of children exiting Part C and potentially eligible for Part B where notification to the LEA took place at least 6 months prior to child's third birthday.
  - Using the same data, the number of children exiting Part C and potentially eligible for Part B where LEA notification occurred, was 324 of 418 or **79.5%**.  
Issues of parental consent – changed 2007  
Compliance requirement – **target is 100%**

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## Data Collection & Analyses

- 8 C. Percent and # of children exiting Part C and potentially eligible for Part B where transition conference occurred (the “90 day conference/meeting?”).
  - the number of children statewide exiting Part C and potentially eligible for Part B where the transition conference occurred, **was 346 of 418 or 83%**. Of the 346 there were 82 children where the regional early intervention program had no control over the reported child or family circumstances that prevented the transition conference from occurring at least 90 days prior to the child’s third birthday. There were 70 situations of non compliance where timelines were not met and they were not due to child or family circumstances, they were due to personnel availability and/or scheduling issues
  - **Compliance requirement – target is 100%**

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## The Family, Infant and Toddler Program

### Data Framework and Decision Making for Continuous Improvement

#### Assessment Phase

Surveys  
focus  
groups

Child Count  
data

IAA – regs  
effect  
evaluation

**Host agency-  
provider  
monitoring**

Complaints

#### Changes in -

Grantee  
work specs

Monitoring

Policies,  
regs, proc

CSPD-practice  
changes  
providers,  
families, admin

Other

**State Team reviews  
(staff, ICC) compliance &  
performance indicators;  
mid-course corrections  
identified; program  
improvements made,  
corrected, verified and  
reported**

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## Vermont's Public Reporting for Part C

- Reauthorized IDE IA in 2004 required OSEP to develop monitoring indicators for SEAs and Lead Agencies, with a focus on performance and compliance
  - Complete and make public a 6 year state performance plan (SPP) (done 12/05 and revised 2/07)
  - Complete and make public the Annual Performance Report (APR) which compares progress and or slippage on 14 Part C OSEP Monitoring Priorities
    - Compliance indicators
    - Performance or results indicators

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## Vermont's Public Reporting for Part C

- Make data from the APR available to the public on the performance of each regional early intervention program (not just statewide data).
- Vermont is planning to present data on 6 indicators (1, 2, 5, 6, 7 and 8) on the DCF Child Development Division web site
  - Indicator tables that show each regional program and the statewide total
  - Regional profiles that have all data in one graphic
  - Explanation of how one might use the data and contact information for people who want to talk about the data.

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## Vermont's Public Reporting for Part C

- [www.dcf.state.vt.us](http://www.dcf.state.vt.us)
  - Child Development Division
    - Prevention and Early Intervention
      - Family, Infant and Toddler Program
        - SPP – APR Public Reporting

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## Contact Information FITP

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